Nicole Lostritto

Wiki 7

Moore, M., Angell, M., Lippert, L. Jung., E. (2009). Supporting early teachers

careers: Balancing learning standards with student’s diverse learning needs,

*Education*, 20, 37-42. Retrieved from http://www.wilsonweb.com

Although beginning teachers have been taught information to be competent they are having difficulty meeting the diverse needs of students who learn and function at varying levels. Beginning teachers are struggling to balance the use of teaching standards with meeting the needs of their students. In order to meet these needs preservice and beginning teachers need guidance to enhance their planning skills to improve their ability to reach the diverse learners in their classrooms.

Cookson, P., Nagel, N., Carreker, S. (2005). Preparing and retaining new teachers

to meet the needs of today’s students. *Education*, 12, 26-32. Retrieved from

<http://wilsonweb.com>

The quality of teacher preparation is linked to teacher attrition. The sink or swim attitude encourage new teachers to cling to practices and attitudes that help them survive but do not serve the needs of their students. Induction and preservice experiences need to be provided so teachers learn desirable lessons from their early teaching experiences. The NCLB is establishing a statewide professional development network that would provide school districts with resources to develop new mentor programs as well as an online network so teachers can connect and share with each other.

Schwartz, R., Wurtzel, J., Olsen, L. (2007). Attracting and retaining teachers.

*OECD Observer*, No 244, September. Retrieved from

<http://www.oecd.org>

The effectiveness of individual schools and teachers varies widely. Policy makers, researchers and practitioners from eight countries all share a common interest in strengthen and restructuring the teaching profession. The need for special induction programs and improved working environments were cited as prerequisites for teacher retention. “Put a good teacher in a bad system and the system wins every single time. Working environments need to be more conducive to teaching and learning. Teacher salary and potential for career growth need to be addressed as well as making efforts to make teaching a more attractive career choice. Schools and teaching must evolve to meet current demands.

Kardos, S. (2005).Teachers matter: Attracting, developing and retaining new

Teachers. *Education*, 13, 48-57. Retrieved by <http://www.wilsonweb.com>

Provide support for new teachers through participation in structured induction programs that involve: a reduced teaching load, trained mentor teachers in schools, close partnerships with teacher education institutions. Improve working conditions by: acknowledging the complexity of teachers’ roles, using resources to reduce the burdens placed on teachers, ensure that schools provide attractive environments and develop programs to retain important skills such as professional development, advising and mentoring.

Johnson, S., Birkeland, S. (2001). A changing profession. *Education*, 6, 22-33.

Retrieved from <http://www.wilsonweb.com>

Suggests that although new teachers anticipate staying in the profession for their entire working lives many report that they intend to move out of the classroom to education related jobs such as curriculum development, professional development and administration. Schools can move toward retaining new teachers by considering different school experiences, types of teacher preparation and career orientations. “For those who will pursue teaching for the long term, the possibility for differentiated roles and the possibility for redesigned work hold promise, while for those who envision short term careers, meaningful support at the school site might ensure that they enter and remain in teaching and do their work well”.